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AUTHOR Travis, Mike
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ABSTRACT

This introduction to the development of bilingual/bicultural programs in Alaska features models depicting the most common basic approaches to bilingual/bicultural education. Program models included are: (1) transitional - moves the child from his native language to English by completion of third or fourth grade and does not attempt to support native language or culture after the early years; (2) full maintenance - develops all skills in both languages and maintains the dominant language while encouraging development of the minority language; (3) partial maintenance - teaches fluency and literacy in both languages and, although it restricts use of the native language to certain subject matter, maintains the native language and promotes literacy and cultural growth through all grades; and (4) monoliterate - develops speaking and comprehension skills in both English and native language but does not teach literacy skills in the native language. There are short sections on student selection, state regulations, program funding, and program evaluation. A section on program development includes items under needs assessment, community/parent involvement, program design and development, curriculum and classroom materials, staff requirements, and program/student evaluation. (CM)

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BILINGUAL/BICULTURAL EDUCATION IN ALASKA

AN INTRODUCTION TO PROGRAM DEVELOPMENT

BILINGUAL-BICULTURAL EDUCATION IN ALASKA

An Introduction to Program Development

Written by

Mike Travis

1980

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WHAT IS BILINGUAL EDUCATION?

"Bilingual Education" is a program of study for schools which includes:

- The use of two languages – one being English and the other, a second language – as mediums of instruction for all or part of the school's daily schedule.
- Participation by both English-speaking and non-English dominant students.
- Teaching of English and the second language to all participating students.
- Teaching supplemental English skills and concepts or a language other than English as a Second Language to students who have limited English proficiency.
- Study of the cultural heritage of all children in American society with emphasis on those cultures represented in the local schools.

GOALS OF BILINGUAL EDUCATION

- To enable students with a primary or home language other than English to learn in school using their own language as a medium of instruction and to develop English skills in order to progress effectively through the educational system.
- To provide English-speaking students an opportunity to learn another language and about other cultures.

TYPES OF BILINGUAL EDUCATION

A bilingual/bicultural education program can be developed in many different ways, depending upon the ultimate results a school district or community wishes to achieve. It is important to realize that bilingual education is an on-going process which must affect students

progressively over a period of years. The best results will be achieved through long-range planning to accomplish goals clearly established at the outset.

A school district or community should consider several factors in determining the nature of its bilingual/bicultural education program. Parents and educators should determine:

1. whether the school curriculum will include all the various languages and cultures represented by students in the school;

2. or which of those languages and cultures will be selected for inclusion and to what extent;

3. which type of program model or program goals parents and the community will understand and support;

4. ways in which various languages are actually being used in the community; and

5. the availability of community resources in the various languages and cultures to be included.

The following types of programs and program models show the most common basic approaches to bilingual/bicultural education. Each can be adapted to a community's particular needs and goals by varying hours, grade levels and program content as applicable.

Transitional Model

- Strives to move the child from his native language to English by the time he completes third or fourth grade;

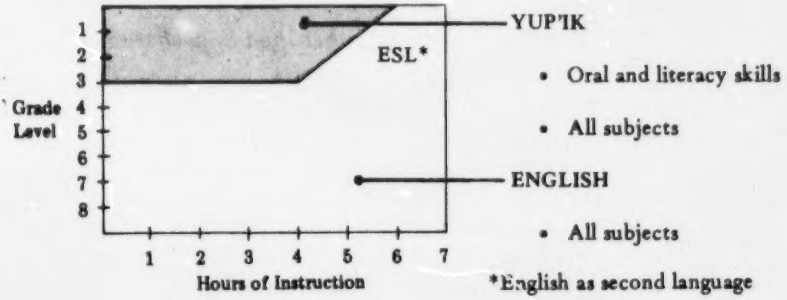
- Does not necessarily strive toward goals of literacy and fluency in both languages;

- Corresponds to a community's wish to shift to English;

- Gives little consideration to long-range institutional development and support of the mother tongue.

Under a Transitional type program, students' native language is used as the primary medium of instruction in grades 1 through 3. During these years, increasing emphasis is given to teaching English as a

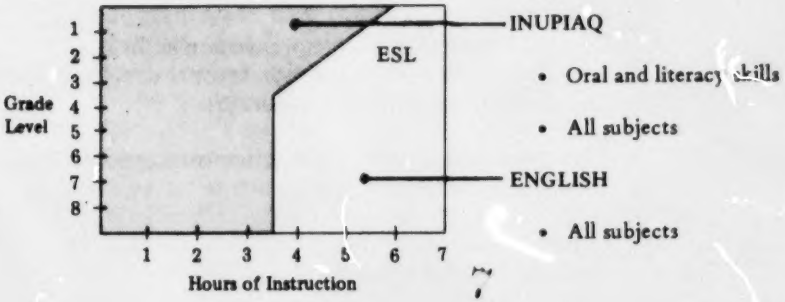
second language. Decreasing emphasis is given to teaching native language oral and literacy skills although native cultural implications are considered in all subject areas. By grade 4 (or any other chosen grade level) students have been shifted to the use of English as the medium of instruction for all subjects, and emphasis is on the mainstream culture. No attempt is made to support native language or culture in the school after the early years.



Full Maintenance Model

- Tries to develop all skills in both languages;
- Aims to maintain the dominant language while encouraging the development of the minority language.

In a Full Maintenance type program, students' native language is used as a medium of instruction for all subjects in grades 1 through 8. In the early grades, English is taught as a second language. By grade 3 or 4, students are learning all subjects in both languages. Native language oral and literacy skills continue to be taught, and cultural content and relevance for both cultures are included in all subject areas.

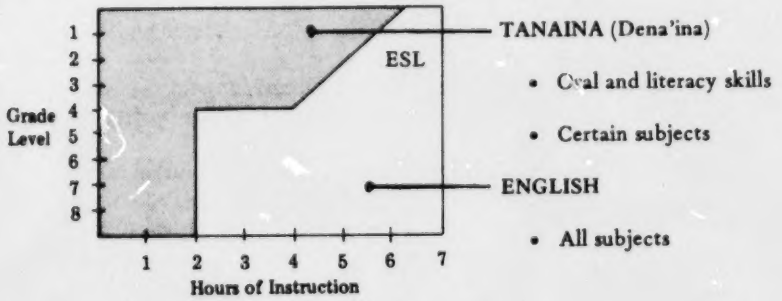


Partial Maintenance Model

- Tries to teach fluency and literacy in both languages;
- Restricts use of the native language to certain subject matter such as that dealing with the native group and its cultural heritage;
- Maintains the native language and promotes literacy and cultural growth through all grades.

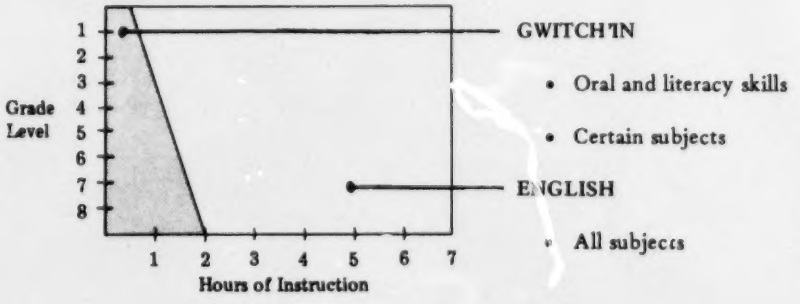
Partial Maintenance – language other than English dominant

Under a Partial Maintenance type program in which a language other than English is dominant, students' native language is used as a medium of instruction for all subjects in the early grades. English receives increasing emphasis as a second language. By third or fourth grade, English has become the medium of instruction for all subjects. Native language oral and literacy skills continue to be taught, and culture and values related to that language are emphasized in such subject areas as history, social studies, sciences and the environment. By eighth grade students should have developed good oral and literacy skills in both languages as well as a broad understanding of both cultures.



Partial Maintenance – English dominant

In a Partial Maintenance type program in which English is the students' dominant language, English is used as the medium of instruction for all subjects in the early grades. Oral and literacy skills in the language other than English are taught with increasing emphasis, and culture and values related to that language are considered in such subject areas as history, social studies and the environment. By eighth grade students should have developed good oral and literacy skills in both languages as well as a broad understanding of both cultures.



Monoliterate Model

- Develops speaking and comprehension skills in both English and the native language; teaches oral but not literacy skills in the native language;
- Uses fluency in speaking the native language as a link between home and school;
- Generally leads to language shift into English because the ultimate goal is English literacy with no similar development in the native language.

Under a Monoliterate type program, students' native language is used, particularly in the early grades, but only as an oral medium and thus only in appropriate subject areas. All writing is done in English, thus English language skills and Anglo culture increasingly come to be emphasized in nearly all subject areas. After grade 3 or 4, this type of program can be developed in a number of ways. In a Monoliterate Transitional effort, no attempt is made to support the native language or culture. Instruction shifts completely to the use of English and to teaching Anglo culture. A Monoliterate Partial Maintenance program would continue to teach oral but not literacy skills in the native language. Since a Monoliterate program could be developed in a variety of ways, no program model has been provided.

WHICH STUDENTS CAN BE INCLUDED IN BILINGUAL EDUCATION?

Students are assessed by using a parent questionnaire, language observation checklists and when necessary a language assessment test. Based on the results of these tests students are placed in categories A-F:

Category	*Definition*
A	Students who speak a language other than English exclusively;
B	Students who speak mostly a language other than English, but also some English;
C	Students who speak a language other than English and English with equal ease;
D	Students who speak mostly English but also speak a language other than English;
E	Students who speak English exclusively but whose manner of speaking reflects the grammatical structure of another language;
F	Students who speak English exclusively but do not fit category E.

WHICH STUDENTS MUST BE ENROLLED IN BILINGUAL EDUCATION?

All category A & B students and C, D and E category students who are underachieving as stated by State regulations must be enrolled.

Category C, D and E students who are achieving at or above grade level and F category students may be enrolled in programs but the district does not generate funding for these students.

HOW ARE BILINGUAL EDUCATION PROGRAMS FUNDED?

State support is provided through Alaska's Public School Foundation Program. The funding level is determined by the number of days of services provided to the various categories, A-E, of bilingual students who have also been identified as underachieving in categories C, D and E.

Districts may also receive funding through ESEA Title VII projects from the Office of Bilingual Education and Minority Language Affairs, Washington, D.C.

STEPS TOWARD DEVELOPING A BILINGUAL EDUCATION PROGRAM

Needs Assessment

- Assessing the language dominance and proficiency of limited English speaking students;
- Identifying existing and potential community and district resources;
- Assessing and getting student and community interest and support;
- Examining program designs and options.

Community/Parent Involvement

- Ensuring that school communications are translated into the home language(s) of the parents;
- Accommodating and encouraging the participation of parent and community members;
- Identifying and selecting parents, community members, and school personnel for the establishment of a bilingual education program advisory board.

Program Design and Development

- Basing it on the needs assessment;
- Involving a committee of parents, community members and district personnel for program guidance and recommendations;
- Considering major curriculum design decisions as outlined in the preceding parts.

Curriculum and Classroom Materials

- Acquiring appropriate bilingual, bicultural instructional materials.
- Developing appropriate materials if not available.
- Training staff how to develop and adapt materials or to use existing materials effectively.

Staff Requirements

- Providing new training for existing staff;
- Hiring qualified administrative, instructional and support staff;
- Providing for career development for instructional staff if not fully qualified.

Program/Student Evaluation

- Establishing on-going individual student progress;
- Conducting periodic and year-end program evaluations.

HOW CAN WE ASSESS OUR BILINGUAL EDUCATION PROGRAM?

Criteria of Excellence for Bilingual-Bicultural Education have been developed by the Alaska Department of Education. These standards can be used as a guide for evaluating your program and to support nomination for validating a program as a Promising Practice.

The Criteria can be used to gather data for:

- Establishing program goals
- Self-appraisal (school, district or community level)
- Planning and evaluating federal programs
- Disseminating information
- Validation of Promising Practices and exemplary programs

For copies of these Criteria and information on the procedures for validating Promising Practices contact:

Sandra Berry
Program Development and Dissemination Unit
Department of Education
Pouch F
Juneau, Alaska 99811
(907) 465-2814

FOR FUTHER INFORMATION CONTACT:

Program Manager
or
Mike Travis, Education Specialist
Bilingual-Bicultural Education Programs
Department of Education
Pouch F
Juneau, Alaska 99811
(907) 465-2841